

**PERANAN PENDEKATAN PEMBELAJARAN SEBAGAI
PENGANTARA HUBUNGAN ANTARA KEBERKESANAN
PENGAJARAN GURU DENGAN PEMIKIRAN KRITIS DAN
KEMAHIRAN INSANIAH**

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Kebenaran Mengguna

Tesis ini dikemukakan sebagai memenuhi keperluan pengijazahan Doktor Falsafah Universiti Utara Malaysia, Sintok Kedah. Saya bersetuju membenarkan pihak perpustakaan Universiti Utara Malaysia mempamerkannya sebagai bahan rujukan umum. Saya bersetuju bahawa sebahagian bentuk salinan sama ada secara keseluruhan atau sebahagian daripada tesis ini untuk tujuan akademik adalah dibolehkan dengan kebenaran penyelia-penyelia projek penyelidikan ini atau Dekan Awang Had Salleh, Kolej Sastera dan Sains. Sebarang bentuk salinan dan catatan bagi tujuan komersil adalah dilarang sama sekali tanpa kebenaran bertulis daripada penyelidik. Adalah dimaklumkan bahawa pengiktirafan harus diberikan kepada saya dan Universiti Utara Malaysia dalam sebarang kegunaan kesarjanaan terhadap sebarang petikan daripada tesis ini.

Sebarang permohonan untuk menyalin atau menggunakan tesis ini sama ada keseluruhan atau sebahagian daripadanya hendaklah dipohon kepada:

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Abstrak

Kajian ini menguji model berstruktur yang mencadangkan pendekatan pembelajaran luaran, dalaman dan berstrategi sebagai pengantara hubungan antara keberkesanan pengajaran guru (kualiti pengajaran dan tugas berpatutan) dengan pemikiran kritis dan kemahiran insaniah. Berdasarkan teori pengajaran dan pembelajaran pendidikan tinggi dan teori pembelajaran Gestalt dan pemikiran produktif, satu model hubungan antara pemboleh ubah kajian dibina dan diuji menggunakan Model Persamaan Berstruktur. Sampel terdiri daripada 366 orang pelajar daripada enam buah Maktab Rendah Sains MARA di Kedah dan di Perlis. Kajian berbentuk tinjauan ini melibatkan dua siri masa kutipan data. Siri pertama melibatkan pentadbiran soal selidik keberkesanan pengajaran dan pendekatan pembelajaran, manakala siri kedua melibatkan pentadbiran soal selidik pemikiran kritis dan kemahiran insaniah. Dapatan menunjukkan (1) pendekatan luaran sebagai pengantara hubungan antara kualiti pengajaran dan tugas berpatutan dengan kemahiran insaniah, (2) pendekatan dalaman sebagai pengantara hubungan antara kualiti pengajaran dan tugas berpatutan dengan pemikiran kritis dan kemahiran insaniah, dan (3) pendekatan berstrategi sebagai pengantara hubungan antara kualiti pengajaran dengan pemikiran kritis dan kemahiran insaniah. Hasil kajian mencadangkan agar guru meningkatkan kualiti pengajaran dan memberi tugas dalam jumlah yang berpatutan supaya pelajar dapat mengamalkan pendekatan dalaman. Kesan daripada pendekatan dalaman ini akan memberi pengaruh yang positif terhadap pemikiran kritis dan kemahiran insaniah.

Kata kunci: Keberkesanan pengajaran, Pendekatan pembelajaran, Pemikiran kritis, Kemahiran insaniah.

Abstract

The study examined a hypothesized structural model that postulated surface, deep and strategic learning approaches as mediators in the tri-partite relationship between teaching effectiveness (teaching quality and appropriate workload), critical thinking, and soft skills. Based on the prevalent theory of teaching and learning in higher education, Gestalt learning theory, and productive thinking, a model was constructed and tested using Structural Equation Modelling. The sample for the study comprised 366 students from six MARA Junior Science Colleges located in Kedah and Perlis. Time series data collection was used in this survey research project. Time one involved administering the teaching effectiveness and learning approaches questionnaire while time two involved administering the critical thinking and soft skills questionnaire. Results of the study showed that (1) a surface learning approach mediated the relationship between teaching quality, appropriate workload, and soft skills, (2) a deep learning approach mediated the relationship between teaching quality, appropriate workload, and critical thinking and soft skills, and (3) a strategic learning approach mediated the relationship between teaching quality, and critical thinking and soft skills. Based on the findings, it is recommended that teachers should upgrade their teaching quality and provide appropriate amounts of workload so as to enable students to use the deep approach. The regular use of the deep approach would, in turn, positively influence the development of both critical thinking and soft skills.

Keywords: Teaching effectiveness, Learning approaches, Critical thinking, Soft skills.

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BAB SATU

Pengenalan

1.1 Latar Belakang Masalah

Dunia sekarang menyaksikan satu situasi yang begitu pesat berubah di samping suasana yang tidak menentu dalam bidang ekonomi, sosial dan politik. Keadaan yang semakin mencabar ini memerlukan generasi masa hadapan untuk mengembangkan kemahiran berfikir aras tinggi seperti pemikiran kritis, membuat keputusan dan menyelesaikan masalah (Miri, David & Uri, 2007). Sehubungan dengan itu, kemahiran tersebut merupakan suatu keperluan untuk menganalisis keadaan yang baru supaya kebolehan bertanya soalan, kebolehan menyelesaikan masalah dan kebolehan membuat keputusan dibina berdasarkan kepada pemikiran yang rasional (Ennis, 1985).

Menjurus kepada keadaan di Malaysia, kerajaan telah melahirkan keazaman untuk menjadikan Malaysia sebuah negara maju menjelang tahun 2020. Bagi memastikan wawasan 2020 menjadi realiti, kerajaan telah memperkenalkan Program Transformasi Kerajaan. Pelan hala tuju Program Transformasi Kerajaan ini memperincikan objektif, keberhasilan dan set tindakan permulaan dalam dua bidang iaitu Bidang Keberhasilan Utama Negara (NKRA) dan Bidang Keberhasilan Utama Kementerian (MKRA) (Program Transformasi Kerajaan, 2010).

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